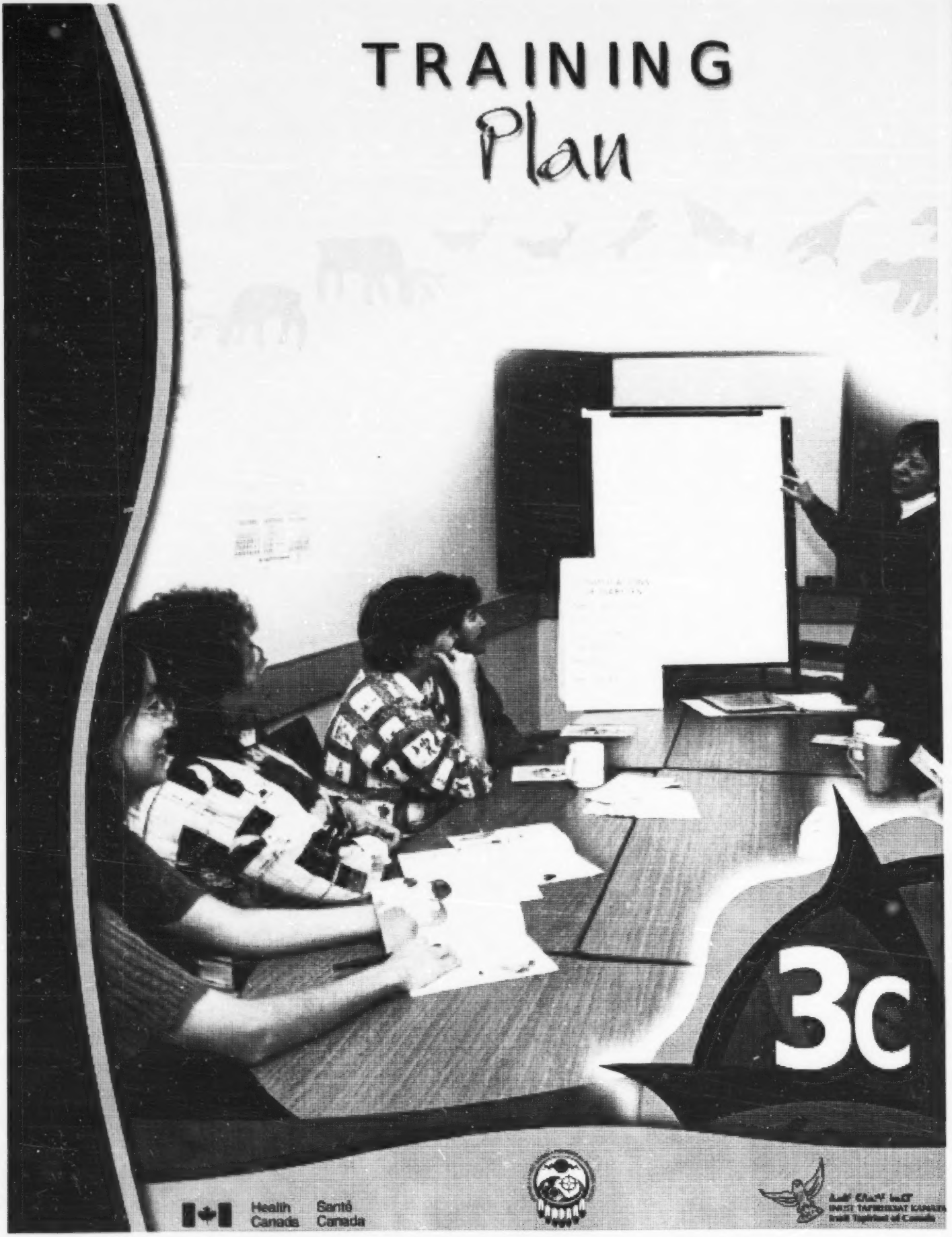
TRAINING Plan



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This publication may be provided in alternate formats upon request.

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This document is available on the Health Canada website: http://www.hc-sc.gc.ca/msb and the Assembly of First Nations website: www.afn.ca

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Cat. No. H34-105/2000-3-3E
ISBN: 0-662-28521-2

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ABOUT THIS HANDBOOK

Purpose

Handbook 3C provides an overview of guidelines, criteria and resources for developing a Training Plan to support the Home and Community Care Program.

The Handbook is intended for community/tribal council/ regional Inuit association planners and regional First Nations and Inuit organizations.

Using this Handbook

This Handbook is a guide. The steps outlined in the Handbook do not need to be followed in every way. Its goal is to support – not replace – the essential process of determining what will work best in your community. Importantly, the Handbook promotes the integration of community beliefs and values into the design of the program. In this regard, select the examples and suggestions in the Handbook that reflect the values in your community and are most appropriate for meeting your community's particular needs.

INTRODUCTION

A training plan outlines the knowledge and skills a person/ staff will need to learn, develop or maintain in order to do the job. The plan sets out steps, or identifies how selected staff will learn or develop the needed knowledge, skills or abilities. It also provides a timetable for training and a time line from which you can evaluate results.

Training plans vary in length and in the amount of detail required. For some communities the training plan will be short and for others, depending on the proposed area of staff training, it will be more detailed.

The word training, as it is used within this document, is meant to include the broad scope of all learning and skill development opportunities available to potential home care providers. Training is meant to be used interchangeably with the term learning and any planned skill development.

The word program and course will also be used interchangeably in this Handbook.

The training plan you develop will be based on home and community care service needs, the skill gaps and the training needs of staff/persons required to provide "direct service" to and for clients in the First Nations and Inuit Home and Community Care Program.

TRAINING PLAN: TRAINING PRINCIPLES

The following principles are identified as being integral to the development of all education, training and certification programs for staff providing direct client service in the Home and Community Care Program:

Appropriate Use of Training Funds

Training funds are to be directed to the Home and Community Care Program.

Recognized Training Programs or Certified Training/Courses

Training available to staff:

- is developed based upon recognized education standards,
- is provided by accredited educational facilities (e.g. colleges and universities), and
- enables staff to receive credentials (e.g. diploma, degree, or course credits which can be applied towards obtaining a diploma, degree or obtaining certification status), when completing the program.

Portable Credentials

The credentials of home care providers should be portable across the Region and Province. The training programs whenever possible need to be recognized by other universities/colleges, provinces/territories, professional licensing associations, and support the knowledge and skills staff need in their work.

= terms that are defined in Appendix G

Accessible Training

Training programs should be available, accessible and offered as close to communities as possible (e.g. community based, and through a variety of teaching/learning methods).

Affordable Training

Training needs to be affordable so that training needs related to the home and community care service delivery can be met.

Efficient Use of Resources

Communities make the best use of training resources that are available.

Continuous Learning

Programs should be available for the continuing learning needs of the home care staff.

Cultural Sensitivity

Training and education programs should be culturally appropriate, sensitive and relevant to the needs of the clientele.

Evaluation Process

An evaluation process is in place for all education, training and certification programs.

COMPONENTS OF A TRAINING PLAN

A complete training plan contains each of the following six components:

1. Goals that incorporate priority needs taken from the community needs assesment.
2. Objectives that are observable and measurable.
3. Outline of the design and delivery of training programs or courses: topics/content; methods, techniques and resources; instructor qualifications; training location, etc.
4. Detailed cost of the training.
5. Evaluation of training.
6. Partners who may be sharing costs of the training (e.g. Health Careers, Human Resources Development).

USING THE TRAINING PLAN TEMPLATE

Training plan templates are tools that help organize and sequence information for both communities and people who will be reviewing the training plans submitted through your regional review process and/or potential funding agencies.
If the information in a training plan is clearly outlined and the template contains well organized information, it can assist you to outline the critical training information that needs to be gathered. The template is one available tool which can be used to guide you through the process of: listing and reviewing essential information; identifying training solutions; and putting in place the training to support your staff to develop the knowledge and skills required to provide quality home and community care services.

Appendix A contains a Training Plan Template which is to be used by your community, tribal council, Inuit association to outline and submit your proposed training plan to your regional review process.

Use Training Plan Template 1 (Appendix A), if you have identified only one training program within your training plan.

Use Training Plan Template 2 (Appendix B), if you are planning two or more training programs.

DEVELOPING A TRAINING PLAN FOR SUBMISSION

Analyze and Prioritize the Training Needed

The first step in developing your training plan is to clearly understand what your home and community care essential service needs, gaps and priorities are, and the areas that training can be a "potential solution" for closing gaps. Begin by reviewing key information and priorities you have previously identified:

- Read the list of "Most Critical Training Requirements" which were outlined in Handbook 1: Community Needs Assessment (Summary Report- Appendix G).
- Review the staff training needs that you listed in your Service Delivery Plan

If you have not used any of the templates provided in the Planning Resource Kit, then refer to your Community Needs Assessment Summary Report and the priority training needs that were identified.

Identify Who Will Receive Training

Below is a series of steps and activities to help you.

For each of the skills that you prioritized in the Community Needs Assessment Summary Report, follow the next series of steps to identify who will receive the training:

- First identify by type of worker[1], the staff that could potentially develop these priority skills.
- Review competency profiles for these types of workers. (These can be developed, borrowed and/or adapted).
- Consider the following:
    - costs (e.g. training, travel, program coverage, any required replacement costs);
    - how available a specific category of staff are for hiring or training;
    - legal liability issues;
    - professional standards required for specific services and skills needed;
    - potential risks to clients if training is not received;
    - quality of service that each category of staff could provide if training was provided; and
    - the ongoing training that would be required to keep the staff qualified.
- Select the type of worker(s) that you decide will receive the training to develop the needed knowledge and skills required.
- Finally, list the type of worker(s) by the prioritized skill(s) to be developed.

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[1] Refer to Appendix C, Handbook 3A, pg. 49 for type of service providers (worker) within a home and community care program.

Identify the Training Goals and Objectives

The goals and objectives in a training plan can help your staff, community and leadership understand and agree on what you expect from the training programs, courses or any on-the-job experiences you are going to select or provide. Some of the benefits of setting training goals and objectives are:

- Staff who will be taking part in the training will be able to learn more effectively when they understand and agree with the purpose of the training.
- Staff can see what progress they are making as they measure their own knowledge and skill development against the objectives set.
- College, technical institute, or university staff can understand what you expect as a result of the program and can ensure the design, training and the community practice experiences will build the knowledge and skills needed by your Home and Community Care Program.
- Inability to achieve the goals and objectives can help to indicate where modifications and adjustments to the training program are required.

Write the Training Plan Goal(s)

To develop the goals of a training plan, start by writing down the problem in services or gaps which you indicated training could provide a solution for program delivery (e.g. no certified Personal Care Workers/Home Health Aides in the community who have the level of knowledge and skills needed to provide quality home and community care services according to standards of care).

- Write your training plan Goal. The goals are statements of what you are trying to accomplish. The following example of training plan goals can also be applied to other types of workers:

  Example Goal

  Training programs will support the knowledge and skill development of Personal Care Workers/Home Health Aides and will lead to certification.

  Example Goal

  Personal Care Workers/Home Health Aides will be provided with training to support the development of knowledge and skills needed to provide quality home and community care services to clients.

  Example Goal

  To have a sufficient number of certified Personal Care Workers/Home Health Aides to meet the service delivery needs.

Write the Objectives(s) for Each Training Program/Course Outlined in Your Training Plan

The statement of objectives for a training plan needs to describe the level of skill the staff are expected to develop. The objectives need to be achievable and measurable.

Staff should be able to refer to the training objectives, home and community care standards and understand what knowledge and skills the training is expected to help them learn or develop.

Training objectives can address knowledge or skills, separately or in combination and need to include key elements:

1. Performance. Describes observable demonstration of a new skill, knowledge or attitude which can be measured.
2. Condition. Indicates the conditions for the expected performance.
3. Standard. Identifies the level of competence that the course is striving for.

Training objectives should therefore answer three questions:

1. What should the staff be able to do?
2. Under what conditions do the staff have to be able to do the skill?
3. How well must it be able to be done?

An example of a training objective is:

- Performance- Personal Care Worker/Home Health Aide will be able to provide and assist clients with physical care (e.g. their bath).
- Condition- in the clients' home, using equipment and recommended body mechanics, as outlined in the policy and procedures manual (note page #).
- Standard- according to the practice standards for Personal Care Worker/Home Health Aide (add in explanation).

Use competency profiles to develop your training objectives.

Communities can develop their own training objectives for each training program listed in the training plan, or can just submit the training objectives from the college, institute, or university program selected.

Review the Training Programs/Courses Available

Review the Certified Training Programs

- Examine the training programs available at colleges, institutes, or universities in your region or territory for each category of staff needing training.
- Review programs/courses offered by institutes, colleges, or universities which will result in a credential (e.g. a diploma or degree) when completed. When reviewing programs or courses consider:
    - what information the course or program covers;
    - cost and affordability;
    - whether on-the-job, or actual practice in communities is included;
    - entrance requirements;
    - length of programs;
    - locations where programs are offered: at college, institute, or university location; in the community; or long distance learning (e.g. by computer, satellite);
    - "credit transfer" arrangements that you can negotiate or that are available;
    - how well the training programs listed meet the training goals and objectives you developed;
    - which of the programs meet your needs and respect the "Training Framework Training Principles"; and
    - is the education centre prepared to accommodate your community's needs by adjusting delivery mode and/or integrating cultural elements.

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TIPS FOR REVIEWING CERTIFIED TRAINING PROGRAMS:

1. Negotiate "credit transfer" arrangements with the academic institution before you agree to any certified course. This will enable staff to earn course credits and then to apply to have credits transferred to other institutions and gradually add course credits towards earning "diploma" or "degree level" credentials (e.g. health care aide diploma).

2. Some institutes, universities, or colleges offer "Prior Learning Assessment" (PLA) at a cost (e.g. will assess related learning gained through workplace experience, and learning outside of the classroom for possible course credit by the institute, college or university).

   Information about Prior Learning Assessment may be found on the Medical Services Branch's web site at http://www.hc-sc.gc.ca/msb/fnihcc

Overview of Educational Institutions Offering Training

A listing of colleges, institutes and universities that provide certificate, diploma or degree training for various categories of staff providing home and community care services can be found on the Medical Services Branch's web site at http://www.hc-sc.gc.ca/msb/fnihcc and may be copied from that site.

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Course List of Similar Programs by Province

A detailed list of similar types of programs being offered is listed by province, the college, institute or university offering the course, credentials received, length, method, entrance requirements and costs. This list can be found on the Medical Services Branch's web site at http://www.hc-sc.gc.ca/msb/fnihcc and may be copied from that site.

The costs listed for the programs are approximate and do not include the costs for travel, accommodation, or food. It is important to contact the educational institution directly for detailed fees, admission and entrance requirements for programs.

Select the Training Program(s) and Timing

Select Certified Training Options that Fit Your Needs and Budget

- Where possible select certified programs provided by a community college, institute or university which will result in attaining credentials (e.g. a diploma or degree through a part-time or full-time program).
- When it is not possible (e.g. because of time needed, course entrance requirements for available staff, course costs) to select a diploma, or degree program, select "certified" courses which are provided by a college or university that will result in attaining a diploma or degree gradually (e.g. by continuing to add credits for courses which you have completed).
- In some situations it is recognized that not all existing staff will meet the minimum educational requirements to qualify for certified training programs. In this situation, the community will need to determine how to best meet its goals and objectives.

- Identify colleges, institutes, and universities which may provide the programs in various locations and consider what is the "best fit" for your training goals, objectives, staff and community needs:
    - Certified training offered at the institute, college, or university location.
    - On-reserve/in-community "certified" training through a college, institute or university.
    - Training which can be spread out and mixed with work experience and does not have to take place in "one block of uninterrupted" training time.
    - "Certified" training program at local college, institute, or university using long distance education.

If a Program Meets Your Needs but Requires some Change/Addition

- Partner with other communities and a college, institute, or university to make any needed changes to existing programs for First Nations or Inuit specific needs.

If an Existing Program Does Not Meet Your Needs

- Work with other communities, tribal councils, your region and an educational centre to develop needed programs.

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TIPS FOR ARRANGING A TRAINING PROGRAM, IF AN APPROPRIATE PROGRAM DOES NOT EXIST:

- Arrange a contract through a university, institute, or community college to provide a course which will meet the need of your community, e.g. "in community" training - 4 week community course on Home Support and Personal Support followed by 2 weeks of ongoing in-service support, delivered yearly until training requirements for a credential (diploma or certificate) are met.
- Contact other communities: discuss how they set up the training and what worked well and did not.

Identify Ways to Maximize Training Resources

Any training being planned needs to fully consider how limited training funds and budgets can be used most cost-effectively.

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Working together with other communities and agencies who have similar training needs can result in many savings. A saving of time, reduced duplication of training efforts and potential cost savings may be achieved by negotiating training programs or courses for a larger group size. Try to maximize your resources by considering the following ideas:

- Submit a joint training plan. By working on a joint plan, the time spent preparing the plan, or meeting with staff from a college, institute, or university to arrange courses, or negotiate the content changes can be reduced.
- Where possible identify at least two options of training programs for each identified training priority (based on your review of training programs). This will offer you a greater choice in scheduling training and give you options if timing and scheduling issues or other unexpected events occur.
- Include the staff selected for the training opportunities in the final selection and timing of the training program they will attend.
- Reinforce staff's use of new knowledge and skill in the workplace. Managers and staff have a joint responsibility to ensure that any new knowledge and skills are reinforced and transferred to the workplace. Several tips and strategies which managers can put in place at the work place may be found in Appendix D.
- Schedule the training as close as possible to when the services will be offered by your Home and Community Care Program. Information and skills are quickly lost if they are not used and practiced.
- Develop a mentoring/support program for new trainees.

TIPS FOR SELECTING TRAINING PROGRAMS OR COURSES:

1. Ensure that the training program/course you consider selecting will provide staff with "portable" credentials (e.g. diploma, degree or certificate) recognized by other universities, institutes, colleges, provinces/territories, professional licensing associations.
2. Staff with "non-portable" courses or certificates cannot build on course credits which can be transferred/used towards earning a "diploma" or "degree" level credential (e.g. health care aide diploma).
3. If possible, arrange a bulk purchase for books and materials, or reduced cost for training depending on the number of staff needing the program.
4. Negotiate with other agencies to integrate training into their programs (e.g. local community school boards to integrate health and basic family care training into high school curriculum).
5. Consider the "Train-the Trainer" approach to provide community-based training (e.g. family care training) to family members or friends providing basic care in the home.

Set Up an Initial Three Year Training Schedule

When you are considering the development of any training schedule, it is important to consider potential staffing, service delivery and cost and budget issues and any other obstacles that may arise.

- Presenting your draft training schedule in a table format can provide a clear, detailed overview of training. A table format can help you see what training is going to be undertaken, when and how many staff will be involved. This visually can assist you to examine whether the training would be feasible or would interfere with the home and community care services which need to be provided.
- Set training priorities for the first three years and consider how you will phase-in staff training (over the first 3 years) in a way that will work for your Program and will also assist staff to develop the skills and abilities needed.
- Review the options for a three year training schedule with decision makers in your community and identify potential issues and solutions for each plan.
- Identify any annual events or times of year that would not be good times to deliver training (e.g., year end, holidays, Pow Wows, other training courses).

The basic information you may wish to consider outlining for each year of the three year training schedule includes:

- training programs/courses that will be undertaken;
- training costs (includes total costs: e.g. course costs, books, any travel and accommodation costs);
- the category of staff and the number starting each training program;
- length of the training programs, and expected dates (month/year) for completion;
- what training is scheduled on a daily, weekly, monthly basis; and
- certification (e.g. specific diploma or degree) expected when the training is successfully completed.

Set Up an Ongoing Training Schedule

- Outline basic training and skill building which will be required on an ongoing basis (e.g. staff orientation sessions; information sessions on current or new policies, procedures and guidelines; skills training needs identified from service delivery requirements).
- Identify what categories of ongoing training must be considered.
- Briefly state how and when the ongoing training priorities will be identified in a timely way which will support your staff's learning and skill development and enable them to provide quality home and community care services.

Outline the Training Methods

Identify what Training Methods Will be Used for the Proposed Training

List the methods to be used for each of the selected training programs proposed in your three year initial plan. Also identify any additional methods which will be used at your work place for training follow-up (e.g. continuous learning resources).

Some examples of the methods used by college, institute, and university training programs are:

- programs/courses: lecture, discussions, seminars, demonstrations; work place practice: supervised by instructor or non-supervised;
- distance learning using a tele-educational link up to a college, institute, or university (e.g. video conferencing, internet etc.);
- self-paced distance education programs; and
- computer-based using computer discs (C.D.) or INTERNET to progress through the training.

Some examples of training methods that can be used at the work place to build on, reinforce or enable staff to practice newly acquired skills include:

- "On-the-job training" used to orient new staff, provide opportunities to practice or build new skills staff have developed. Staff may need to understand how to apply their skills in their work, using the standards, policies, procedures and guidelines set by your Home and Community Care Program.
- "Mentoring", "job shadowing" and "train-the-trainer" approaches which are additional ways very skilled staff (e.g. a nurse, or a person with appropriate skills, educational requirements, and several years of experience working in your program) can work with and provide support to new or recently certified staff.
- Continuous Learning Resources such as Computer Discs and Videos which may be used by staff to gain new information, learn techniques and skills needed in their work

Training Location

Identify where the training program will take place. Examples of possible locations are:

- at the college, institute, or university;
- at a local community site;
- in-the-workplace; or
- provincial or federal government training facility.

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Identify How to Monitor and Evaluate the Training Results

Information to be Collected, Monitored and Reported

Identify the information you will need to collect and monitor to measure how well your training programs are meeting the training goals and objectives that you identified within the training plan. Here are some tips for ways in which you can work together to identify performance indicators. Performance indicators are signs, events, or statistics that measure the success of programs or activities in meeting their objectives.

TIPS FOR IDENTIFYING PERFORMANCE INDICATORS:

- Put "Goals", "Objectives", "Performance Indicators" and "Method" on a flip chart to pinpoint your information needs.
- Review and list the goals and objectives listed in your training plan.
- Decide which of these goals and objectives can be evaluated.
- Discuss the type of information (e.g. performance indicators) that needs to be collected to see if the training plan goals and objectives are being met.
- Identify all possible methods for collecting each type of information in the "Methods" column on the flip chart.
- Select the performance indicators that will be most useful and the method used to gather the information for the selected performance indicators.
- Determine who will be involved in evaluating the training.

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- Determine who will be involved in evaluating the training.

Training plans which are submitted need to identify, monitor and report on two kinds of performance indicators (e.g. output and outcome performance indicators).

1. Output performance indicators. Output performance indicators show the staff or individual's movement or progress through the training programs. Some examples of performance output indicators are listed below:

OUTPUT PERFORMANCE INDICATORS

PERFORMANCE INDICATOR	INFORMATION COLLECTED AND MONITORED
Percentage of Staff Registered by Program Type	= # staff registered in credentialed programs ÷ # staff registered in "non-credentialed" programs x 100
Percentage of Program Completion	= # staff registered for certified training programs ÷ # staff who completed certified training programs x 100
Percentage of Staff Certified	= # of staff who are certified ÷ total # of staff x 100
Training Costs Per Training Hour (measures efficiency)	= total costs of training ÷ total number of hours of training
Percentage of Course Completion for PCA for Diploma	= # of staff who completed 25% (or 50%, 75%, etc.) of courses required for diploma ÷ total # of staff registred in diploma program X 100

2. Outcome performance indicators. Outcome performance indicators measure the effects of the training programs. Questions which outcome indicators tend to answer are:

   - What home and community care program service delivery intended and unintended benefits resulted from carrying out the program?
   - What intended and unintended benefits to the clients resulted from carrying out the program?
   - What intended and unintended benefits to staff resulted from carrying out the program?

   The performance outcome indicators listed in this handbook are examples only. There are many other indicators. The indicators you select need to fit the training goals and objectives listed for your training plan.

OUTCOME PERFORMANCE INDICATORS

PERFORMANCE INDICATOR		INFORMATION COLLECTED AND MONITORED
Percentage of Clients Satisfied with Skill of Service Provider	=	Total number of clients rating the skills of home care service providers as "good" to "excellent" + total number or clients who completed the survey x 100
Average Percentage of Skill or Performance Improvement	=	Change between pre-training skill and performance and level after training x 100
Percentage of Staff Providing Services According to Level Outlined in Objectives	=	# staff providing a specific service following the policies, procedures and standards identified + # of staff providing a specific service bu not following the policies, procedures and standards x 100
Pre and Post Performance Appraisals		Performance of staff is compared pre and post training

Identify the Individual Responsible for Monitoring and Reporting on the Training Results

- Make a work plan and list the tasks and activities involved in collecting the information.
- Identify who is responsible for the ongoing monitoring and reporting of training status information required by your regional review process (e.g. information in Appendix C) and reporting on the training results (e.g. output and outcome performance indicators).
- Ensure the training status information required by your regional review process is made available to your management structure and sent to the regional review contact person, yearly, based on the established submission date.

Plan to Use your Evaluation Information

It will be important for each community, region, or regional Inuit association to set a time (once or twice a year) to look at the results of the training and examine whether there are better alternatives that can achieve the same results. The training evaluation can be used to:

- Review and compare what you "expected" to happen with what "actually" did happen.
- Learn from your experiences and make needed changes to the training plan for next year.
- Assist in decisions to continue with the education center/training provider or select a new one.

SUBMITTING THE TRAINING PLAN FOR REVIEW

Develop and Submit the Training Plan Budget for Approval

- Develop a budget for the initial three years and ongoing training needed for your Home and Community Care Program.
- Present the training budget (e.g. budget plan with and without outside funding contributions) for approval to your decision makers.

Submit the Training Plan for Review

- Outline the training plan using the template.
- Submit the training plan to the regional review process.
- Review the feedback, make any required changes and re-submit the revised training plan to the regional review process.

Submit the Training Plan for Funding

- Identify and apply to potential funding sources available (DIAND; HRDC; Home and Community Care Program Training fund- available for "initial" three years only). A listing of other funding sources for training can be found on the Medical Services Branch's web site at http://www.hc-sc.gc.ca/msb/fnihcc and can be copied from that site.
- Submit the training plan to funding source(s) identified.

Suggestions for Putting the Plan in Action When the Funding is Approved

- Contact the institute, college, university or training provider to arrange the training program(s) or course(s).
- Select the persons to be trained and inform them of the training requirements. Some examples of possible requirements are:
  - Successful application and acceptance into the required program (e.g. certificate/degree) identified.
  - Attending the training as scheduled.
  - Completing the training with a passing grade and/or getting the credentials needed.
  - Years of "returned service due" for payment of training.
  - Expectations of attendance and the process that will be used to deal with any attendance and performance problems.
  - Written agreement of the training conditions, signed by person to be trained.
  - How costs for training will be covered (i.e. travel, meals, books)

Consider holding an orientation session in each community to present information and answer questions.

These are suggestions only. There are many other ways that your community may put the training plan in action.

Putting a Training Plan in Action When the Funding Applied for Was Not Approved

Decide how you will fund the needed training:

- Apply to other funding sources.
- Work with other communities/tribal councils/regional Inuit associations to submit a joint training plan (e.g. to maximize the training opportunities and dollars saved).
- Use "on-the-job training" to provide essential skills training where feasible and appropriate.
- Re-priorize the training planned for this year and next year.

CRITERIA FOR REVIEWING TRAINING PLANS

Criteria used to review training plan submissions will vary. The criteria outlined in this document are recommended specifically for the training plans being reviewed through the regional review process for Home and Community Care Program training funding.

Criteria which can be used to review training plan submissions for the Home and Community Care Program are listed for six categories of information being assessed: the five components of a complete training plan submission and the terms and conditions (for the overall training proposed).

The suggested criteria for reviewing the training plan submission are contained under each of the following six categories of information:

1. Goals
2. Objectives
3. Training Design, Delivery and Methods
4. Evaluation of Training
5. Cost
6. Terms and Conditions.

The regional review process within your region will help to review and monitor the training plans that are submitted and maximize the training resources in your region. A Training Plan Review Checklist (Appendix E) has been included in this handbook as a template which the regional review process may use to review any submitted training plans. The checklist includes six categories of criteria used to review each training plan. Each region/territory can determine a weighting scale for the review process and can decide how many "unsatisfactory" categories within the checklist would result in the training plan being "not recommended". Any areas which are identified through the review process as "unsatisfactory", require that the community/tribal council/regional Inuit association make the needed revisions and re-submit the training plan.

Criteria for Reviewing Training Plan Submissions

1. Goals

   - Clearly identified. It is clear what problems or issues the community expects training will deal with.
   - Relevant. The problems or issues are identified through a community needs assessment.
   - Appropriate. The goals listed are appropriate and will help to resolve the problem(s) identified.

2. Objectives

   - Measurable. Are stated in such a way that it is possible to measure (e.g. observe, count or measure) the results of the proposed training.
   - Results focused. The objectives identify the knowledge, skills and/or abilities which are expected to change or develop as a result of the training.
   - Specific. The conditions for the performance expected are stated.
   - Realistic and attainable. The level of performance expected can be achieved within the time frame identified.

3. Training Design, Delivery and Methods

- Clear. Training identified clearly responds to the objectives stated. There is a clear time frame outlined for training and a description of the skill areas/modules of training.
- Appropriate. The selected training uses a variety of training methods and uses the principles of adult education and learning. The content of the training responds to the needs identified in the community needs assessments, staff needs, and the home and community care essential service delivery elements. It demonstrates capacity to work through language barriers and provide participants with support.

4. Evaluation of Training

- Measurable. The chosen performance indicators for evaluation can be measured.
- Appropriate. The output performance indicators selected will be able show how the training program is operating and can be used to measure the staff or individual's progress in the training program(s).
- Beneficial. Outcome indicators have been identified and can measure the benefit of the training to staff, and clients receiving home and community care services.
- Monitored and Reported. A clear process has been identified and put in place to monitor and report the training results/impact.

5. Cost

- Cost-effective. The proposed training has selected the most appropriate, efficient and cost-effective method to meet the training objectives. All feasible partnerships/alliances with other communities/tribal councils, regions/regional Inuit associations have been considered, put in place and have resulted in an affordable cost-effective training submission.
- Affordable. The cost of the training is affordable (from a local, regional, community perspective).
- Available. Information about the cost for the training proposed is included, if the information is available to the community.

6. Terms and Conditions

- Realistic. The expectations, accomplishments, changes, skill developments outlined in the training plan are realistic.
- Beneficial. The training meets the local community priorities and those identified on a regional basis. The expected changes, or skill developments are beneficial to:
    - the person receiving the training;
    - the local community and across the region; and
    - clients receiving home and community care services.
- Complete. The information includes each of the five training plan components.
- Feasible. The training centre/training provider is available to accomodate the plan within the proposed schedule.

APPENDICES

Appendix A - Training Plan Template 1

(To be used if 1 training program/course identified in Training Plan Submission)

ORGANIZATION/COMMUNITY INFORMATION	
Community Name, Tribal Council, or Region/Regional Inuit Association Submitting Training Plan:	
Mailing Address:	
Prov./Region:	Postal Code:
Telephone:	Fax:
Contact Name for Training Plan Submission:	
Position Title:	
Telephone:	Fax:
Training Goal(s):	
Training Program/Course:	
Educational Centre:	
Certified Course: • Yes • No	
Method(s)/Design:	

TRAINING OBJECTIVES

Objective # 1	Objective # 2

Results to be Measured: list performance indicators (i.e. output, outcome)

Who will Measure?	When will be Measured?

Category of Staff To Be Trained	Total # to be Trained	Current # Certified	Expected # to be Certified (as a result of training)	Start Date of Training	End Date of Training	How Often	Total Cost of Training

Training Plan Submission:	• Reviewed by regional review process
Training Plan Recommended: • Yes • No	
Regional review contact person:	Telephone:
Signature:	Date:

Appendix B - Training Plan Template 2

(To be used if 2 or more training program(s)/ course(s) identified in Training Plan Submission)

ORGANIZATION/COMMUNITY INFORMATION		
Community Name, Tribal Council, or Region/Regional Inuit Association Submitting Training Plan:		
Mailing Address:		
Prov./Region:		Postal Code:
Telephone:		Fax:
Contact Name for Training Plan Submission:		
Position Title:		
Telephone:		Fax:
Training Goal(s):		
Training Program/Course: # 1		
Educational Centre:		
Certified Course:	• Yes	• No
Method(s)/Design:		
Location of Training Activity:		

TRAINING OBJECTIVES

Objective # 1	Objective # 2

Results to be Measured: list performance indicators (i.e. output, outcome)

Who will Measure?	When will be Measured?

Category of Staff To Be Trained	Total # to be Trained	Current # Certified	Expected # to be Certified (as a result of training)	Start Date of Training	End Date of Training	How Often	Total Cost of Training

Training Goal(s):

Training Program/Course: #

Educational Centre:

Certified Course: • Yes • No

Method(s)/Design:

Location of Training Activity:

TRAINING OBJECTIVES

Objective # 1	Objective # 2

Results to be Measured: list performance indicators (i.e. output, outcome)

Who will Measure?	When will be Measured?

Category of Staff To Be Trained	Total # to be Trained	Current # Certified	Expected # to be Certified (as a result of training)	Start Date of Training	End Date of Training	How Often	Total Cost of Training

Training Plan Submission:	• Reviewed by regional review process
Training Plan Recommended: • Yes • No	
Regional review contact person:	Telephone:
Signature :	Date:

Use a separate page for each training program (e.g. for training programs # 2, # 3 etc.)

Training Plan: Completed Template 2

(To be used if 2 or more training program(s)/course(s) identified in Training Plan Submission

ORGANIZATION/COMMUNITY INFORMATION	
Community Name, Tribal Council, or Region/Regional Inuit Association Submitting Training Plan:	
Mailing Address:	
Prov./Region:	Postal Code:
Telephone:	Fax.:
Contact Name for Training Plan Submission:	
Position Title:	
Telephone:	Fax.:
Training Goal(s): *1. Training programs will support the knowledge and skill development of Personal Care Workers (PCWs) and will lead to certification.* *2. Personal Care Workers will be provided with training to support the development of knowledge and skills needed to provide quality home and community care services to clients.* *3. To have a sufficient number of certified Personal Care Workers to meet the service delivery needs.*	
Training Program/Course: *#1- Personal Care Aide certificate program:*	
Educational Centre: *Saskatchewan Institute of Applied Science and Technology(SIAST)*	
Certified Course: • Yes • No	
Method(s)/Design: *Full curriculum program of courses for PCWs (attach course outline)* *On The Job Training: PCW curriculum will be delivered in location central to Workers being trained using SIAST curriculum, taught by a registered nurse contracted part time. PCWs will work 3 days per week and attend classes two days. Practicum experience will be a combination of training practice in class, experience in long term care facility and supervised home care practical experience. Design also includes arranged time for group discussions and videos for continuing learning.*	
Location of Training Activity: *in-community/ on reserve; 16 hours at college (Wascana campus location)*	

TRAINING OBJECTIVES

Objective # 1	Objective # 2
Performance- Personal Care Workers (PCWs) will provide and assist clients with physical care and daily living activities (i.e. bath, dress, hygiene, preparing meals, mobility), *Condition- in the clients' home, using equipment and recommended body mechanics,* *Standard- as outlined in the policy and procedures manual (pages 34-37).*	

Results to be Measured: list performance indicators (i.e. output, outcome)

Output indicators: *1. Percentage of staff completing program*
2. Percentage of staff certified
Outcome indicator: *3. Percentage of clients satisfied with the skill and services provided by the Personal Care Worker*

Who will Measure?	When will be Measured? *1. June 2001 2. June 2001 3. June 00; Nov.01*

Category of Staff To Be Trained	Total # to be Trained	Current # Certified	Expected # to be Certified (as a result of training)	Start Date of Training	End Date of Training	How Often	Total Cost of Training
• *Personal Care Workers*	*3*	*0*	*3*	*Sept. 2000*	*June 2001*	*Daily (part-time)*	*$12, 000*

Training Goal(s):
To provide training to support the development of knowledge and skills needed to provide basic foot care , foot care for at risk individuals, to maintain the healthy condition of clients feet

Training Program/Course: *#2- Foot care training; #3 - Foot care training (for compromised health conditions):*

Educational Centre: *Saskatchewan Institute of Applied Science and Technology*

TRAINING OBJECTIVES

Method(s)/ Design:

Course #2 Design: physiology of healthy feet; focus on principles and techniques of effective foot care; maintenance of healthy feet in defined populations of clients (i.e. whose feet are uncomplicated and healthy); developing foot care techniques to maintain the healthy condition of client's feet.

Course #3 Design: physiology of feet in health and compromised health conditions; focus on principles, techniques and maintenance of effective foot care for at risk individuals (e.g with diabetes, arthritis, receiving steroid therapy); maintenance of healthy feet in defined populations of clients (i.e. whose health is not compromised); developing foot care techniques to maintain the condition of at risk client's feet.

Course # 2 & #3 Combination of: lecture, group discussions, demonstrations; supervised practice; video, books for continuing self - paced learning

Certified Course: • Yes • No

Location of Training Activity: *held in «community/on-reserve» location (training jointly organized and held by and for staff of 3 communities)*

TRAINING OBJECTIVES

Objective # 1	Objective # 2
Performance- LPNs will provide regular foot care to maintain the healthy condition of client's feet; *- RNs will provide regular foot care to individuals with diabetes and other complex foot care management needs, to maintain the health of the client's feet;* *Condition- in the client's home, using equipment and recommended foot care procedures* *Standard- as outlined in the policy and procedures manual (pages 42-45 for LPNs; and pages 45-48 for RNs).*	

Results to be Measured: list performance indicators (e.g. output, outcome)

Output indicators: *1. Percentage of staff completing course with a passing grade*
Outcome indicator: *2. Percentage of clients satisfied with the foot care skill and services provided by the Licensed*

Who will Measure?	When will be Measured? *1. March 13,2000 2. February 2000 and Nov. 2000*

Category of Staff To Be Trained	Total # to be Trained	Current # Certified	Expected # to be Certified (as a result of training)	Start Date of Training	End Date of Training	How Often	Total Cost of Training
• *Licensed Practical Nurses(LPNs)*	*8*	*0*	*8*	*March 13, 2000*	*March 14, 2000*	*2 days: full time (FT)*	*$ 3800*
• *Registered Nurses(RNs)*	*10*		*10*	*March 15, 2000*	*March 16, 2000*	*2 days: full time (FT)*	*$ 2700*

Training Plan Submission: • Reviewed by regional review process

Training Plan Recommended: • Yes • No

Regional review contact person: Telephone:

Signature : Date:

Appendix C - Regional or Territory Training Plans Summary (Template)

(To be completed yearly.)

Name of Tribal Council/ Inuit Community	Identified Training to be Done	Training Cost	Method	Category and Number of Staff/Persons to be Trained			Training Schedule: When will it Take Place?	Results to be Measured		
				Category	#	Total # Currently Certified		What?	When?	# of New Certifications: as Result of Training

Appendix D - Managers' Skill Transfer Tips

Before Training Program/Course

- establish a culture in your workplace where learning is valued and using new skills is both expected and supported
- understand course content and make sure it meets staff's needs
- help individuals appreciate WIIFM (what's in it for me) when considering learning and applying new information in their work
- make sure staff are aware of relevant work issues to use as examples during the course/program
- set up time to discuss with staff the way new skills will be used and practiced
- don't assign high priority tasks with immediate deadlines right after training when new skills need to be practiced and integrated
- do assign relevant work/projects with deadlines that allow for skills practice and feedback on performance of new skills.

During Training Program/Course

- treat in-house, at-work-place or correspondence courses as if they were off-site
- make plans with staff to cover-off the work while staff are at training
- support and acknowledge co-workers' efforts to help

After Training

- ask how useful the program/course was, what was most valuable
- arrange for staff to share relevant information with other employees
- review with staff the agreed to practice/use of skills expectations and set a time to begin practice (preferably beginning within 72 hours of training)
- support the employee's practice by encouraging efforts, protecting time and space and providing resources, including coaching
- problem-solve any perceived barriers to transferring the skills to the workplace with staff as they arise
- discuss what the employee will do differently as a result of the training and note this in the staff's performance review

Appendix E - Training Plan Review Checklist[1]

	Satisfactory	Unsatisfactory
Goals		
• problem/issues statement	•	•
• identified through needs assessment	•	•
Comments:		
_____		
_____		
_____		
_____		
Objectives		
• measurable, observable	•	•
• performance: skill, knowledge and ability is described	•	•
• conditions/ standards for the performance are stated	•	•
Comments:		
_____		
_____		
_____		
_____		

[1] Modified from: Proposal Development and Assessment (1999) Labour Market Learning and Development Unit, Human Resources Development Canada

	Satisfactory	Unsatisfactory
Design of Training		
• training design clearly responds to identified objectives	•	•
• follows adult education principles/ strategies	•	•
• includes work practice/ experience in the community	•	•
• topics: content and sequence responds to needs	•	•

Comments:

_____

_____

_____

_____

Delivery		
• schedule, instructor, methods	•	•
• location(s) of training	•	•

Comments:

_____

_____

_____

_____

	Satisfactory	Unsatisfactory
Evaluation		
• evaluation of output	•	•
• evaluation of outcome, follow-up	•	•
Comments:		
_____		
_____		
_____		
_____		
Terms and Conditions		
• resulting changes/ accomplishments/ developments	•	•
• benefits of expected results	•	•
Comments:		
_____		
_____		
_____		
_____		

RESULT OF REVIEW:

- Recommended
- Revisions Required (Explain)

_____

_____

_____

_____

- Not Recommended

Appendix F - Adult Education

General Principles of Learning

1. Learning happens throughout our lives

Adults have a natural desire to learn. Adults can be supported in their desire to learn in day to day work and life events if they can: use their own life experiences in any learning; learn at their own pace; and if potential obstacles to learning (e.g. conflicts with time, between work and learning responsibilities) are reduced where possible.

2. We learn most rapidly those things which satisfy our needs

We learn best if we know what we are doing and want to do it. Adults need to be involved in identifying their learning needs. Any materials and activities (e.g. role playing, group problem solving activities) used for training will need to be flexible and may need to be adapted to the needs of the adults in the group.

3. Learning tends to be maximized when the learner actively participates in learning

Participation or active learning is more effective than passive learning. Adults learn best when it is possible to: draw on their own experience and skills; and solve problems using the experiences and knowledge they have gained throughout their lifetime. Some training techniques and exercises which encourage adult participation include encouraging them to: volunteer or assist with activities; share knowledge; or demonstrate techniques and other skills being learned.

4. We tend to have preferred learning styles

Adults tend to learn and also process information using three different learning preferences. The three learning styles include visual, listening and physical participation. At times people will learn best using one, two, all three, or a combination of the three learning styles. It is important that training sessions use methods for all three learning preferences and explore methods which are the 'best fit' for the learning style needs of adults within the group.

Visual- Some people understand and learn best when they can see or mentally visualize information, a concept or series of steps they are learning (e.g. using videos, pictures, handouts, photographs, charts, or by seeing the actual item).

Listening- Some learners gather and comprehend information by listening (e.g. through the use of videos, audio cassettes, group discussions).

Physical Participation- Information is gathered and can be understood best by some individuals when they "actually do" a task or are physically involved in the learning activity (e.g. role playing, demonstrations, simulations, games, field trips).

5. The goals of learning must be clear

When the adult has a clear understanding of what he or she is expected to learn, learning tends to be maximized.

6. Effective learning is more likely when feedback is direct and frequent

Learners need to know the progress they are making toward their learning goals. Feedback given to the learner is ideal when: the facilitator or educator encourages and guides the person in areas where he or she needs to continue to develop; and a person's self evaluation is an important part of examining the progress made. In addition, formal tests and examinations that are built in for guidance purposes, can further assist the learner.

7. Success reinforces changes already made and motivates further learning

Adults learn best when they are able to achieve what they aimed for, feel free to take risks and learn from both experiences that 'worked well' and 'did not work well'. Learning needs to be sequenced so the adult can experience success on the first few skills taught. The earlier that satisfaction and success are experienced in the learning program by adults, the more likely it is that further learning will take place.

Appendix G - Definitions

Certified Programs are programs provided by an accredited community college, institute or university which will result in attaining credentials (e.g. a diploma or degree through a part-time or full-time program).

Certified Training/Courses are programs provided by a college or university that will result in attaining a diploma or degree gradually (e.g. by continuing to add credits for courses you have completed).

Competency Profile is a list of knowledge, skills and abilities required by a specific type of worker to be able to perform the responsibilities, and/or professional practice requirements, for the position they are hired for.

Continuous Learning opportunities are the training and courses available to assist workers to learn, upgrade and/or develop new knowledge and skills they require to provide home care services. Training programs should be available on the prioritized learning needs identified in the three year training plan to support the development, knowledge and skills required to provide quality home and community care services to clients. Some examples include: certified courses, updates and workshops provided by staff from the Home and Community Care Program, seminars, and staff orientation sessions.

Cultural Sensitivity. The training program or course provides information and supports the development of skills that are sensitive to and respectful of the cultural values and practices of the First Nations and/or Inuit community.

Intended Benefits are outcomes of training that you expected to occur and have a specific benefit to the services being delivered, the clients receiving services, and/or the workers that are providing the services.

Outcome Performance Indicators measure the impacts or effects of the training programs on the services provided.

Output Performance Indicators measure the activities or tasks that have been undertaken to achieve the training objectives identified. Output indicators show staff or an individual's progress or movement through the training programs.

Practice Standards are standards, or level of skill, or competence that must be reached by health professionals or home care workers providing services. These standards are set by the professional practice body (e.g. college of nurses) and/or the health care agency. The community Home Care Program standards and policy manuals also outline specific standards for services and practices of professionals or workers employed by the agency.

Recognized Training Programs are training programs which are developed based upon recognized education standards; provided by accredited community college, institute or university; and result in individuals receiving credentials (e.g. diploma, degree or course credits which can be applied towards a diploma or degree) when completing the program.

Unintended Benefits are outcomes of training that you did not expect or anticipate would occur and that have an additional specific benefit to the services being delivered, the clients receiving services, and/or the workers that are providing the services.